

IHE Bachelor Performance Report

Wake Forest University

2013 - 2014

Overview of the Institution

Wake Forest University is a private institution whose excellence is consistently recognized through rankings in the top tier of the country's finest academic institutions. Wake Forest strives to instill in all its students a love of lifelong learning and the desire to use what they learn in service to humanity. Wake Forest offers a rare combination: the academic and technological resources, facilities, and Division I athletic programs associated with a large university, along with the compact campus, small classes, and individual attention only a smaller school can provide.

Special Characteristics

Wake Forest University provides a supportive liberal arts environment where small classes and personal contact with faculty are the expectation and reality. Wake Forest is also able to offer an array of diverse academic courses while sustaining a vibrant research community found only at a large university. Wake Forest's ubiquitous computing environment, initiated in 2000, fosters communication, collaboration, and innovation for students and faculty, and is supported by training and support. All departments receive specialized technical support and training with technologies to support teaching and research from the Instructional Technology Group (ITG). This group assigns one person to handle specific departments and programs. The Department of Education has an ITG dedicated to address the needs of the Education programs.

Program Areas and Levels Offered

Elementary Education: Undergraduate Only; Secondary Education: Undergraduate Initial Licensure in the following areas: English, Math, Social Studies, Science (Biology, Chemistry, Physics), and Foreign Languages K-12 (Spanish, French, German).

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
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Winston Salem Forsyth County Schools	To develop leadership abilities of principals in local school system.	Workshops, trainings, assigned readings, and small group discussions focused on effectively communicating the value of public education.	May 3 rd - May 24 th 2013	20 Principals	Principals developed leadership skills relative to communicating with their staff. Were able to learn and develop professionally via conversations with experts and their peers.
Southwest Guilford High	To engage ninth and tenth grade boys in literature and to connect with them as readers.	Weekly afterschool meetings and book discussions.	Sept 23 rd 2013-May 5 th 2014	17 ninth and tenth grade boys	Increase student's awareness of vocabulary and develop skills necessary to dialogue about and engage with various literature.
Winston Salem Forsyth County Schools	To expose high school students to STEM subjects and careers.	Students participate in six 20 minute laboratory sessions in physics, chemistry, biology, and mathematics and computer science.	April 9 th - April 10 th 2014	150 high school students	Students engaged with faculty and staff on campus and were exposed to various experiments and activities related to STEM.
Vienna Elementary	To provide tutoring and assistance with the growing LEP student population.	Weekly sessions on site at school with students	Jan.-May 2014	15 elementary students.	Students were able to get one on one support toward their academic goals WFU students

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	Kindergarten				were provided an opportunity to work with students who needed additional support.
Winston Salem Forsyth County Schools	To introduce middle and high school teachers to computational thinking concepts and methods for incorporating into their existing curriculum.	One day Google sponsored workshop for teachers.	Aug. 12-13 th , 2013	35 teachers	Teachers interacted with faculty from the Physics and Computer Science departments and developed lesson plans to be utilized in their subsequent instructional practices.
Winston Salem Forsyth County Schools	To provide program for students to engage with anthropological and cultural topics covered in The Museum of Anthropology on campus.	The museum provides curriculum-based programs to schools and provides outreach kits with hands-on activities for teachers and students.	Annually ongoing	40 elementary schools Over 6,400 students	Students and Teachers gained increased exposure to topics relative to anthropology, culture, and history.
Cook Elementary	Designing Science Experiments	20 Molecular Biology/Genetics students assisted elementary students in preparation of science fair projects. There were 5 two hour interactions.	Sept. 2013-Dec. 2013	25 students	Students obtained assistance in the design, implementation, and presentation of their projects. Teachers and school

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					administration were provided assistance with overall Science Fair logistics.
Whitaker Elementary School	To expose students to dialogue and information related to Math concepts and Math careers.	Three 30-minute presentations to 3 rd , 4 th , and 5 th grade students given by faculty from Math Department.	Sept. 2013	72 elementary students.	Students participated in presentations and engaged with Math faculty displaying a peak in interest in motivation in the subject.
Ashley Elementary School	To strengthen the reading and math skills of ambitious students who can benefit from additional academic support beyond the regular school day.	Ashley Saturday Academy consisted of weekly lessons in math, reading, and nutrition with Ashley students. Students were paired with Wake Forest students and community volunteers.	Sept. 2013-April 2014 Ongoing	14 students	Students gained one on one academic support and the university developed a framework for school community partnerships.
Winston Salem Forsyth County Schools	Foreign Language Immersion Summer Camp	The immersion camp focuses on the development of oral language ability and beginning literacy in a foreign language through authentic communication experiences.	June 24-28 th , 2013	25 students	Provided children an opportunity to have authentic language and cultural experiences based on an imaginary journey to a French or Spanish-speaking country.

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					Professional development is also provided for local teachers who come to observe the immersion approach and learn about best practices in early language learning.
Winston Salem Forsyth County Schools (and surrounding schools)	To share information about recent policy decisions and budget cuts to North Carolina public schools and consider what role the Wake Forest community can play in serving and supporting public education.	Luncheon that included a panel with faculty from the education and political science departments, Superintendent of WSFCS, and president of Workforce Development.	Sept. 11 th , 2013	45	Faculty, students, and community leaders engaged in dialogue related to promoting engaged teaching and learning in the Winston-Salem/Forsyth County Schools.
Parkland High School	Planning Lessons for Understanding Mathematics Successfully (PLUMS)	Ongoing professional development for mathematics teachers at one Title 1 high school	Ongoing	15 teachers	Mathematics teachers participated in workshops to improve their instructional methods, including technology integration.
Jefferson Middle School	Robotics Workshop	To assist students in preparation for the Forsyth County Robotics Run.	Sept.-Dec.2013	10 students	Graduate student from education department taught workshop and assisted students with

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					their skills and projects to prepare for the Robotics competition.
Parkland High School	Development of 21 st century skills via Robotics demonstrations	16 seniors programmed LEGO NXT robots to complete several tasks in a problem-based learning project.	May – June, 2014	16 high school students	Through work with Education faculty and one graduate student, students were able to work on problem solving, critical thinking, and collaboration. The project reinforced important mathematical concepts.

*Winston Salem Forsyth County Schools

B. Brief description of unit/institutional efforts to promote SBE priorities.

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

The Department of Education supports and endorses all of the five priorities of SBE's North Carolina's Coordinated Plan of Work. It specifically aids SBE in promoting High Student Performance and Quality Teachers. Wake Forest does not work in the pre-school settings where readiness is crucial, but it supports quality K-12 teachers as the key to high student performance. Our Conceptual Framework adopts the teacher dispositions of the SBE and puts them into practice with teacher candidates of high academic quality and deep commitment who are prepared to work to improve America's schools. Teacher candidates must meet high standards in Wake Forest's Teacher Preparation Program and they also expect their students to meet high standards. Candidates use best practice methods to address the needs of all their learners in order to help them achieve success. In addition, candidates create a safe and caring learning environment for their students and partner with parents and the school community to ensure students' progress.

a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

Candidates are required to take a technology course and they include technology in the unit plan (evidence 3). More importantly, technology is integrated throughout the program, in various facets of their preparation. We develop technology skills in all of the courses our majors take that are appropriate to support all grades of instruction. All students have to utilize technology on a daily basis in their coursework and in their student teaching field experiences. The university as a whole has adopted a very rigorous platform for interfacing and engaging with technology to broaden the scope of our student's educational experience. Our department's efforts are in line with these initiatives.

Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.*

Literacy courses and assessments have been adapted to include this content, after a long examination by our faculty. Our students will be well-prepared for this exam due to these curricular and programmatic adaptations. We are continuing conversations on how to make additional adaptations that are in line with and appropriate for ensuring their knowledge base in this area.

b) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.

Concepts and skills related to assessment are included and reinforced in all methods and technology courses throughout student's matriculation. Evidence of their mastery is observed and evaluated via their School Portrait, Learning Report, and Instructional Unit Plan work products (evidences).

c) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Students take an Elementary School Curriculum course where the integration of arts is a prominent component of the syllabus.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	30
	Other		Other	
	Total	4	Total	32
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	
	Other		Other	
	Total	1	Total	
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Total	0	0
Comment or Explanation:		

C. Quality of students admitted to programs during report year.

	Baccalaureate
MEAN SAT Total	1,253
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	28
MEAN ACT-Math	N/A
MEAN ACT-English	*
MEAN PPST-Combined	N/A
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.23
Comment or Explanation:	
*-Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		16		
Middle Grades (6-9)				
Secondary (9-12)		3		1
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total		19		1
Comment or Explanation:				

E. Scores of student teachers on professional and content area examinations.

	2012 - 2013 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	7	100
Institution Summary	7	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	18	1				
U Licensure Only	1					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

G. Undergraduate program completers in NC Schools within one year of program completion.

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	18	94	33
Bachelor	State	4,528	86	59

- H. **Top10 LEAs employing teachers affiliated with this college/university.**
Population from which this data is drawn represents teachers employed in NC in 2013-2014.

LEA	Number of Teachers
Winston-Salem/Forsyth Schs	166
Wake Co Schs	53
Guilford Co Schs	48
Charlotte-Mecklenburg Schs	36
Davidson Co Schs	14
New Hanover Co Schs	12
Chapel Hill-Carrboro Schs	11
Alamance-Burlington Schs	10
Stokes Co Schs	10
Cabarrus Co Schs	9
Durham Public Schs	9

- I. **Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
22	3	5